



ST FRANCIS SCHOOL

POLICY ON ENGLISH AS AN ADDITIONAL LANGUAGE (C25)

1.	Introduction	
	1.1	At St Francis we recognise that pupils from overseas or for whom English is not their first language may require support in the transition to a new school and culture, and that the development of their use of English is a priority in enabling them to flourish academically and as a full part of our community.
2.	Procedures	
	2.1	All pupils who enter the school from overseas or with English as a second language, irrespective of whether they have been educated in the UK previously, will be assessed by their English Teacher and the Head of English to ascertain what their specific requirements are.
	2.2	The following levels will be used for EAL pupils; Levels 5 Fluent-completely fluent in English – wouldn't notice 4 Competent-fluent in English but level noticed at high level written work 3 Developing Competence-level noticed in normal classroom work 2 Early Acquisition-English is developing but is notably behind age expectations 1 New to English-Hardly any English
	2.3	Staff will utilise resources stored on the Google Drive to inform their understanding of EAL requirements.
	2.4	Pupils will follow a discrete EAL programme, as applicable. Additionally it may be necessary to offer support in subject lessons, again operating in a similar way for subject lesson support offered by the Learning Support Department. The aim of all these lessons will be to enable pupils to improve their understanding of the structure of English and to widen their vocabulary. This information will be distributed to allow Subject Teachers, Form Teachers and the Director of Teaching and Learning to be aware of the individual learning plans for each pupil.
3.	Role of Subject Teachers	
		It is the responsibility of each Subject Teacher to support pupils with English as an additional language. This is to include both a focus on subject specific vocabulary and general assistance with learning English. The use of a subject glossary and encouraging vocal contributions in class are essential. Any issues or problems that impact on a pupil's ability to communicate effectively in an academic subject must be reported by the Subject Teacher to the pupil's Form Teacher and Director of Teaching and Learning. Pupils are expected to show initiative in developing their own use of English. Equally departments must be proactive in their approach and the first step has to be insisting on overseas pupils carrying their glossary of terms to each and every lesson. Support from all staff is essential to ensure the pupils feel welcome and integrated into the school community and are confident in using and learning the English language.
4.	Integration	
		Pupils for whom English is an additional language are to be encouraged to integrate fully. The school recognises the value of diversity and seeks to celebrate differences in language, race and culture. The informal celebration of national days, exploration of other nationalities and Assembly topics, are all examples of this being put into practice.

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Approved by: SMT	Reviewed by: VHN	Responsibility: DH (A)

Appendices

See [Google Drive](#) for the latest EAL register